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ABSTRACT

A Teachers Corps staff development project involved the collaboration of a school district, the community, and a college of education in a variety of activities designed to improve school climate and to reduce teacher stress. Descriptions are given of the needs assessments conducted among school staff, students, and community members from the Springfield (Ohio) Local Schools district, the Springfield Township and Village of Holland, and the College of Education and Allied Professions at the University of Toledo. Findings were synthesized into program goal statements for both district-wide and individual school priorities. Staff development activities included graduate-level courses, credit and noncredit workshops, curriculum development, and mini-grant activities. Assumptions on which the planning of these activities is based are detailed. A teacher institute was conducted during the summer and fall of 1980 and was attended by 55 teachers and principals. Goals of and presentations given at this institute are listed. Followup presentations and an ongoing staff assessment which measured the effectiveness of the teacher institute are also described. Results of assessments indicate that most participants successfully implemented specific skills and strategies in their classroom practice. Evaluation of the staff development program was accomplished through surveys responded to by the teacher and administrator participants. Positive changes toward the stated goals were observed in many schools, although negative views toward the program were also expressed. Tables displaying school needs and program goals and activities are included. (FG)

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IMPLEMENTATION AND ASSESSMENT OF A SCHOOL STAFF DEVELOPMENT MODEL FOR CHANGING SCHOOL CLIMATE AND TEACHER STRESS

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The University of Toledo

Presentation for the 62nd Annual Convention
of the Association of Teacher Educators, Phoenix, February, 1982

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The school staff development model presented here has been designed, implemented and assessed within the context of The University of Toledo/ Springfield Local Schools Project, Teacher Corps, Program '79. It should be recognized at the outset that this paper focuses on school staff development activities for changing "school climate" and teacher stress, one of five subject areas for Project-sponsored staff development.

Anyone interested in further information about the staff development model presented here may contact either Joan Inglis or Jim Gress. In addition, Ralph B. Carroll, Director of Federal Programs, Springfield Local Schools, who has served as On-Site Coordinator for the Project, may be contacted in this regard.

The Project and Its Outcomes

Springfield Local Schools (Lucas County, Ohio), the Springfield Township and Village of Holland, and the College of Education and Allied Professions, The University of Toledo have entered into a collaborative enterprise to improve learning opportunities for the student population of the Springfield Local Schools, to encourage the College to improve its programs for training pre-service and in-service teachers, para-professionals and other school personnel, and to identify and develop community personnel resources for education.

The three project constituencies, school, community and college, have been committed to planning for and implementing and assessing activities designed to achieve the four Teacher Corps Program '79 outcomes: (1) improving school climate (2) improving the educational personnel development system, (3) institutionalizing project successes, and (4) demonstrating and disseminating useful products and processes to other agencies.

To date, Project programming for school staff development as well as for community education and development and pre-service intern training

has directly involved virtually all Springfield School professional staff members, some 75 community leaders, 32 college faculty, and 37 outside consultants.

Improved School Climate

Foremost among stated outcomes for the local project is improved school climate. In addition, "school climate" became identified as a program subject area for staff development. As a basic Project outcome, improved school climate is a result of an improved set of interactions which provide the context for schools as a social system. Those relationships are determined by the aggregate attitudes, beliefs, values and expectations of those persons who participate in the social system. The interactions of those involved are improved by achieving a more complete and more consistent overlapping of needs expectations and needs fulfillment than initially identified. All project programming has been focused on improving those interactions. In addition, some programming has been focused on selected "school climate" issues. "School climate," in this latter sense, was added to the original four subject areas in the Program Management Model (see Figure 1). As a subject area, "school climate" refers to specific local needs such as school discipline, student and teacher attitudes, teacher stress and morale, relationships with community, and the like.

Planning Year Activities

During the Project's initial year, most activities were focused on orientation, training and needs assessment. A representative Community Council was elected and its fifteen members and members of the other constituent role groups, i.e., school board members and district administrators, school building staffs and principals, and College faculty, as well as the Project Policy Board and Staff, were engaged in

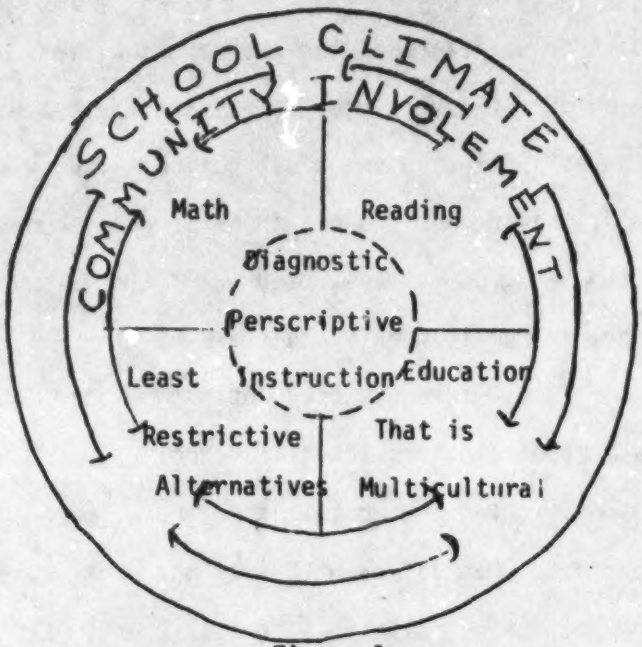

Figure 1
Original Program Management Model

a variety of Teacher Corps and local Project orientation and role training activities. The majority of the planning year was devoted to the comprehensive school needs assessment. In addition, the Project trained volunteer community tutors for the elementary schools, sponsored a "festival" of eighteen mini-workshops for school staff and community residents, began planning for school district community education, and hosted a two-day out-of-town conference for about 50 school staff, community members, college faculty and outside consultants.

Needs Assessment

The school needs assessment was conducted among school staffs, students, and community members by the school staffs, the Community Council, representative school-community-university committees and the Project Staff.

School Staffs Assessment. The first activity was a half-day released-time inservice program. The inservice program consisted of three parts: (1) a review of Teacher Corps key features and proposed Project

outcomes, (2) small-group "state-of-the-art" presentations by College consultants in each of the five subject areas and (3) training in needs assessment procedures and instrument construction. Twenty-six school task groups formed, one in each subject area for each school. (Two High School "school climate" groups formed because of the large number of teachers who indicated a preference to work in this area.)

The school staff task forces subsequently completed construction of needs assessment instruments for each site school. A wide variety of instruments were constructed and most of the groups completed their tasks enthusiastically if somewhat differently from one another. Each task group circulated instruments among colleagues in its school. Each of the twenty-six task force chairpersons forwarded completed instruments and their analyses to the Teacher Corps Office.

The Teacher Corps staff reviewed all materials received from the school site chairpersons in each subject area and, in some instances, completed some further analyses of the data. The data and findings from all analyses were used to construct, for each school in each subject area, a listing of identified needs. The listings were arranged by identified priority for the respective schools.

The greatest "school climate" needs ($\bar{x}$ = 1.77) identified by the original building staff assessments were:

Crissey Task Force

Student Respect;
Building Noise Other Than in Classrooms;
Building Discipline Other Than in Classrooms;
Discipline on School Grounds.

Dorr Street Task Force

Building Discipline Other Than in Classrooms;
Discipline on School Grounds;
School- Community Communication.

Holland Task Force

Teachers' "Listened to" by Administrators:
Compliments for Staff;
Classroom/Teaching Assignment Security;
Teachers' Professional Fulfillment.

Junior High Task Force

Student Expectations versus School Opportunities;
Counselor's Methods;
Teacher-School Board Communication.

High School Task Force

Uniform Policy Administration;
Community Pride;
Faculty Cohesiveness;
Student Attitudes;
Uniformity of Discipline.

Other "school climate" needs were distributed among several categories -- student attitudes, student-staff relations, discipline, staff attitudes and relations, community involvement, communication, decision-making, and environmental aesthetics.

Community Needs Assessment. The members of the Community Council, as a result of previous training, prepared an interview instrument and contacted residents and met with them in their homes. Nearly all interviewees identified judgments about the schools although many stated that they didn't know as much about the schools as they would like to know. Major resident concerns expressed during the interviews focused on lack of discipline, poor teacher-student relationships, favoritism for "brighter" or more "talented" students and inadequate help for "slower" students.

Using the findings of this pilot study, the Project staff helped the Council prepare a twenty-three item survey instrument which was delivered door-to-door to all residents of the community. Newspapers, local television and radio carried notices to residents that the survey

was being distributed. A massive door-to-door pickup of the surveys was completed by the Community Council and High School student volunteers.

Based on an analysis of the data, the most important school needs preceived by the community were:

1. Discipline;
2. Student Respect;
3. Academic Standards;
4. School-Community Communication;
5. Response to Individual Learning Needs;
6. Accommodations for the Physically Handicapped;
7. Basic Skills in Reading and Math;
8. Teacher Enthusiasm.

Student Assessment. Students in the respective elementary schools as well as students in the Junior High and High School were surveyed in order to assess their perceptions of school needs, especially those which may be related to "school climate." The following needs were identified by the student population:

1. Student Respect;
2. Accommodations for the Physically Handicapped;
3. School Personnel and Student Respect for Differences among People;
4. Learning Opportunities for all Handicapped;
5. School Personnel Respect for Students;
6. Response to Individual Learning Needs;
7. Instructional Materials;
8. Discipline;
9. School-Community Communication;
10. Academic Standards.

Program Development

Subject area committees, composed of school staff and Community Council and College representatives, reviewed the needs identified by the school staffs, community members and students for the five program subject areas, including "school climate." Each committee synthesized findings across survey populations, and each constructed program goal and objectives statements to serve as the basis for all Project programming for years two and three.

The Project Staff used the sets of program goal statements produced by the respective committees to construct an instrument for surveying all school district professional personnel further in order to gather data for establishing both district-wide and individual site school staff development goal priorities.*

A Systemwide Planning Committee (SPC), consisting of the Project Staff (3), chairpersons of the Subject Area Committees (5), the Principals (5), the Director of Instruction (1), College faculty (6) and representatives from the Community Council (5), served as a program review board. Figure 2 is a schematic representation of the twenty-six school staff building needs assessment task groups, the five subject area committees and the SPC. The SPC reviewed needs assessment activities and priorities among program goals and objectives. They also offered a number of observations and suggestions which were a basis for subsequent revisions in program planning.

Finally, the Project Staff presented all material examined, revised and supported by the SPC and the Community Council, to the Policy Board for final approval.

"School Climate" Staff Development for Years Two and Three

Specific staff development activities for the Project's second year were planned, implemented and initially assessed in 1980-81; third year activities are underway in 1981-82. The Appendix contains "school climate" program goals and respective second and third year staff development activities.

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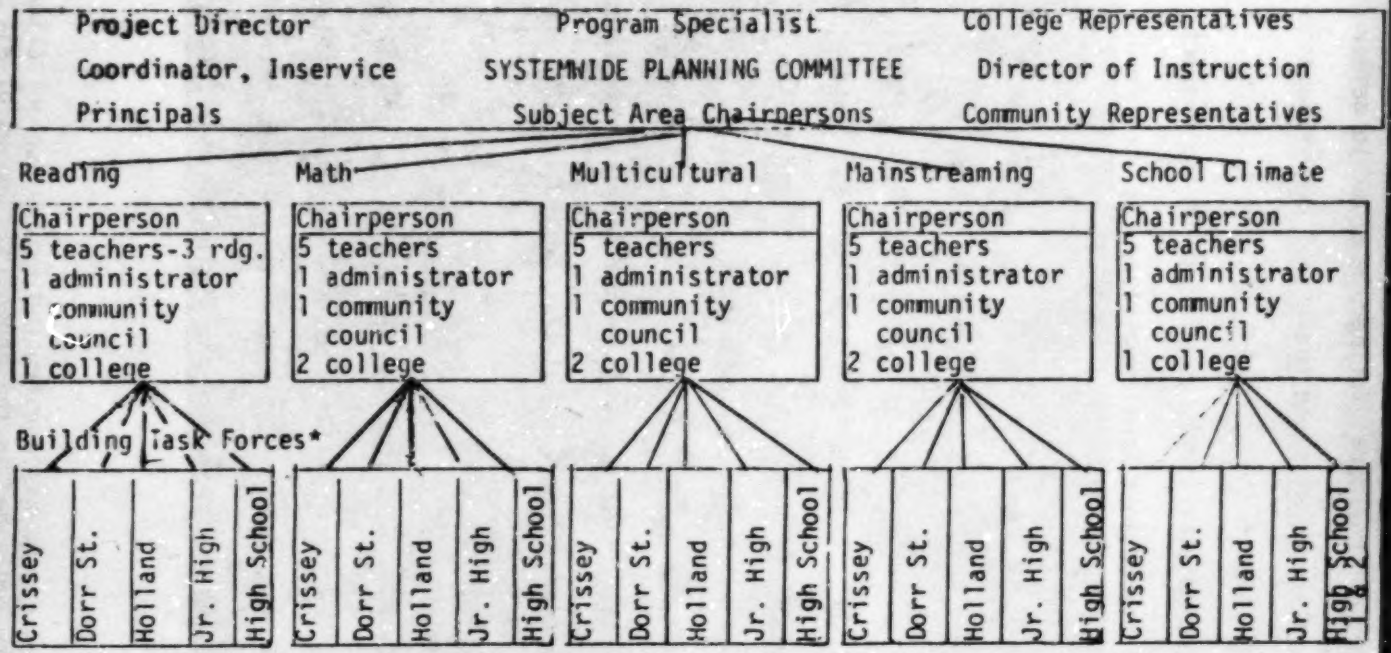
*The staff development goal statements constructed by the "school climate" subject area committees are contained in the Appendix. Copies of all subject area goals as well as the respective sets of committee-constructed objectives are available on request.



*Chairpersons of Building Task Forces serve on Subject Area Committees.

Figure 2
Representative Committee Structure
for Program Planning

Project staff development activities have included on-site university credit graduate level courses open to interested district personnel, individual non-credit building and credit district workshops, curriculum development, and individual teacher "mini-grant" activities. In addition, school interventions facilitated by Project interns have been coordinated with other staff development activities. Eight courses and six workshops have been completed by a total of approximately 191 and 252 participant equivalents respectively.* Eighty-five school staffers have participated in summer training activities. Two more courses are in progress and two others are planned for Spring, 1982. Additional workshops are planned as well.

Curriculum development in Reading and Mathematics, K-12, has involved 31 staffers and "mini-grants" persons. In all, these activities and a separate Teacher Institute sponsored, in part, by the Project have involved about 15,000 equivalent person-hours of formal staff development.

The Project Staff, when finalizing the staff development program, had several programming decisions to make: (1) to group prioritized goals and objectives into appropriate topics of concern which could constitute the content of courses or workshops, (2) to designate which topics would be offered as full quarter courses and which would be offered as workshops, and (3) to assign titles to course and workshop content. It was decided that: (1) topics focusing on complex issues related to a large number of goals and objectives would be addressed in university quarter courses, (2) topics which were of high interest districtwide would be addressed in quarter courses, (3) topics focusing on less

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*The data reported here reflect multiple enrollments and attendances for some participants.

complex issues and skills would be addressed in workshops, (4) topics limited in interest to specific school(s) or grade level(s) would be addressed in workshops, and (5) topics related to "school climate " as a subject area would also be addressed in a Summer Institute (described below).

Planning for course offerings for school personnel is based on several assumptions:

1. All courses are offered on-site;
2. All courses carry four hours of graduate credit (or undergraduate, if so determined by a participant) to correspond to regular graduate courses on campus;
3. All courses offered address high priority goals;
4. All courses offered are developed by the Subject Area Committees which have continued to operate in Years Two and Three;
5. All courses adhere to the College's Competency Based Teacher Education principles and procedures;
6. All courses adhere to requirements of the Graduate School, The University of Toledo.

The courses have included the goals and objectives originally written by the Subject Area Committees. The objectives have been refined and expanded. Products which have been classroom applicable have been selected, and criterion-referenced assessment and performance evaluation have been used. Subject Area Committees have participated in all planning.

The workshop format has not adhered to graduate course standards or CBTE. Nonetheless, the objectives, judged to be appropriate for workshop delivery, have been refined and expanded, motivating experiences cued to them, and appropriate time frames established. Building needs assessment task forces and school principals have participated in planning workshops.

Ohio Teacher Institute

Recognizing both the problems and possibilities for staff development in the Springfield schools, initial steps were employed to ascertain teacher interest in staff development activities during the summer months. A questionnaire was distributed for the purpose of determining the degree

of interest in summer work as well as the degree of interest in specific areas of study. Contrary to perceived notions about teacher apathy toward change and professional development, ninety teachers responded positively to the questionnaire. Seventy percent of all first choices were in the areas of "school climate"/discipline and teacher stress. School climate and stress were among the first three choices of all teachers.

School staff task forces already had discussed problems of "school climate" and discipline as a part of the Teacher Corps needs assessment. The teacher and administrative staff in Springfield had clearly indicated their need to consider the problems of coping with stress and managing "school climate." Given several overlaping timelines, the perennial uncertainty of outside funding, and a determination to keep positive momentum, it was decided by the Project Staff to propose to the Ohio Department of Education a Teacher Institute focused on "School Climate and Teacher Stress" which was funded in a separate grant to the College of Education. The Ohio Teacher Institute was conducted during the summer and fall of 1980. Although "climate" and stress are in themselves interrelated, the proposed institute objectives and activities were specifically planned to bring about a conscious relationship between conditions of stress and elements of "school climate."

Objectives and Population. The Institute was designed to address problems of "school climate" and teacher stress at four levels: (1) the individual professional, (2) the school arena, (3) the classroom, and (4) the individual student.

As a result of Institute activities and experiences, each participant would:

1. Demonstrate understanding of stress and its relationship to human behavior and identify factors which contribute to stress in his/her personal-professional life and in the lives of students;

2. Explore a variety of coping strategies:

   * Clarifying beliefs, values, expectations and goals,

   * Developing supportive relationships,

   * Managing time,

   * Developing verbal and non-verbal skills to enhance communication with students, parents and colleagues,

   * Selecting satisfying "time out" activities,

   * Setting realistic performance expectations, and

   * Developing effective techniques for managing student behaviors,

   and plan, implement, and assess a strategy for coping with identified stress;

3. Utilize understanding of relationships between stress outcomes and:

   * Self-concept,

   * Professional needs and competence,

   * Social change and its implications,

   * School climate and discipline,

   * Work style,

   * Interpersonal skills,

   and plan, implement and assess a strategy or activity for enhancing classroom affect;

4. Cooperate with building colleagues to plan, implement, and assess a strategy for improving an identified dimension of school climate; and

5. Identify a disruptive student and, using several sources including one or more home visits, develop a case study and, with student and parents/guardians, plan, implement, and assess an intervention strategy.

Provision was made for 55 Springfield teacher and principal participants.

Summer Training Activities. Summer sessions, conducted on-site during ten full days, allowed each participant opportunities to explore several dimensions of school climate and teacher stress.*

*Copies of the Summer and Fall Programs are available separately.

Presentations by Institute Staff included:

* "Teacher Stress and Student Stress -- An Overview"
* "Identifying Sources of Stress"
* "Self-Concept Theory -- Some Classroom Applications"
* "Stages of Professional Development -- The Onion Construct"
* "Elements of School Climate -- Some Suggestions for Change"
* "Working Together to Solve Discipline Problems -- The Schools and the Courts"
* "It's Not What You Say..."
* "Changing Frameworks for Schooling"
* "Learning to Cope -- Basic Principles"
* "Warm Fuzzies -- Giving and Getting"

The sessions also included a wide variety of other large- and small-group and individual activities:

* Administration and Discussion of Inventories:
  - -Teaching Events Stress Inventory
  - -Holmes-Rahe Social Readjustment Inventory
  - -Wellness Inventory
  - -Individualized In-service Inventory
  - -Schooling Frameworks Inventory
* Stress Sociodrama
* Role-playing Self-Concept Activities
* Self-awareness Pairings
* Support Group Investigations
* Home Visit Simulation
* Viewing and Discussion of Films:
  - -"With Such as These"
  - -"The Time of Your Life"
  - -"Future Shock"
  - -"Last Hour Clash"
* Student and Community Panels
* Instructional Materials Display
* Small-groups:
  - -"Wholistic Health"
  - -"You and Your Lifetime"
  - -"Creative Classroom Management"
  - -"Meditation"
  - -"Time Management Techniques"
* Individualized Assigned Readings

Fall Follow-up. Five follow-up sessions were provided. An informal needs assessment conducted among the participants on the last day of the summer sessions identified specific areas needing further attention.

A part of each follow-up session was allocated to small-group sharing and development. Fall presentations included:

* "'Centering' and Progress with Stress Coping Strategies"
* "What is School Discipline?"
* "School Discipline: A Home-School Model"
* "The Law and School Discipline Policies"
* "School Climate, Individual Differences and Learning Styles"
* "Working with Parents"

Sessions also included these activities:

* Group Centering Activities
* Building School Climate Reports
* Community Panel

In addition, each participant was to implement coping strategies and other activities planned during the summer to address stress and "climate" in four areas: (1) personal/professional stress, (2) building morale in the respective schools, (3) classroom affect, and (4) "disruptive" students.

With additional support from Springfield Local Schools, a half-day released time for all staff followed by a day of consultant visits to all five district schools was made possible. A California elementary school principal to whom summer participants had responded most positively made a presentation for the entire staff. At the same time, school representatives made short reports which assessed progress with school and district activities planned during the summer. The consultant visited each school in the district on the following day to discuss progress with plans made by individual Institute participants.

Finally, the Institute Director has responded in person and in writing to over 150 written participant assessments of activities implemented as a result of summer training and planning.

Institute Staff. Staff for the summer sessions included five faculty from The University of Toledo and six outside consultants, the latter including two university experts, a school principal, two consultants from the county school office and a local juvenile court judge. The summer staff also included two panels -- a community panel, including the Springfield School Board president, three Community Council members and a community school volunteer; and a student panel including nine representative elementary and secondary students. Staff for fall activities included three UT faculty, two Springfield principals and an outside principal, a school county office consultant and a panel of seven community representatives.

On-going Staff Development Assessment

Assessment is an on-going Project effort which links needs assessment, staff development objectives and activities and "school climate" outcomes. Figure 3 on the following page provides schematic representation of all Project planning and evaluation activities, including staff development and its assessment. The schema also illustrates dimensions of the other Project personnel development programs as well as the interrelatedness of development activities and their on-going nature.

Assessment of the staff development model for changing "school climate" and teacher stress presented here consisted of: (1) Teacher Institute assessments, (2) assessments of the Project's overall staff development program to-date, (3) reassessments of identified "school climate" needs undertaken in two annual follow-ups, and (4) overall Project assessments included in annual reports.

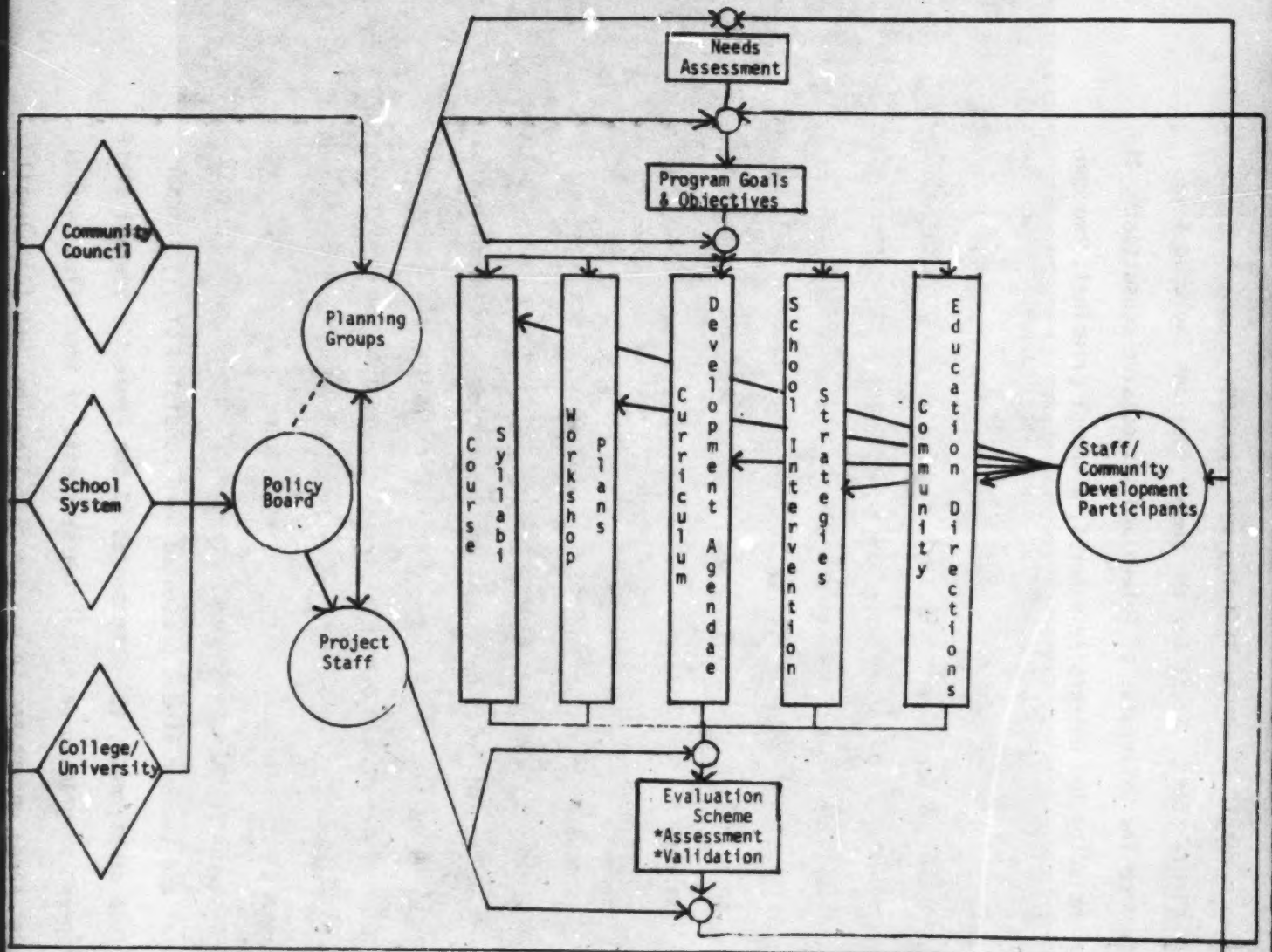

Figure 3

Staff Development Planning and Evaluation Model

Assessment of the Ohio Teacher Institute

Assessment procedures contained both formative and summative measures of Institute effectiveness and participant progress in meeting stated objectives. The procedures also included both internal and external evaluation.

Internal Evaluation. Twenty-five item multiple choice pre- and post-test instruments were used to assess participant acquisition of basic concepts presented in the Institute.* They were administered on the first and last days of the summer sessions respectively. In addition, the staff collected daily "feedback" about summer and fall Institute objectives, activities, materials and personnel using five- to-ten item statements eliciting congruence responses on a simple Likert scale.

External Evaluation. The external evaluation focused primarily on the extent to which participants felt the objectives of the Institute were being met. The evaluation also assessed the effectiveness of training activities. Data were collected at two points in time: (1) near the close of the two weeks of summer instruction and (2) at the final session of fall quarter. The data from the first evaluation were analyzed and feedback provided to the Institute staff. Thus, any perceived deficiences could be corrected in the fall portion of the Institute. Data collected at the final fall session, along with the earlier data, provided information for the summative evaluation.

Instrumentation for the external evaluation included, for summer, twenty-five items eliciting both Likert scale-type and open responses. For fall, twenty-five items elicited the former responses. The external

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*Copies of these and all other instruments described herein, as well as copies of all data summaries, are available from the Teacher Corps Project Office, The University of Toledo.

evaluator was not a member of the Institute or Teacher Corps staffs.

Formative and Summative Assessment Findings. Summaries of the participant daily program evaluations for the ten summer training sessions and five fall follow-up sessions showed that, in general, participants responded positively to very nearly all summer activities. Responses also were generally positive for fall activities though they were less positive for some evening activities. Initially, responses were less positive from some participants about the prospect of making home visits, but considerable attitude change occurred as training, planning and implementation proceeded. The external evaluation reports confirmed the findings of the daily evaluations and test measures.

Implementation Activities. As elaborated above, Institute participants planned four kinds of activities which were implemented and assessed. Written reports from participants describe plans for those activities and summarize participant assessments of outcomes.

Forty-seven participants reported success with strategies to eliminate or overcome identified stress related both to school (students who are unprepared, apathetic, disorganized, disruptive, and underachieving; colleagues who are negative; parents; paperwork and other demands on time) and to personal matters (overweight, lack of self-confidence, loneliness, money problems, and home responsibilities). Reported strategies most frequently employed were restructuring reward systems, clarifying expectations, using support groups, taking positive initiatives and organizing/planning.

Ten successful school building and district-wide "school climate" activities were reported:

1. Initiation of a monthly school assembly program to reward students with "good behavior" records;
2. Teacher committee-initiated investigation of special education placement criteria;

3. A building-wide Uninterrupted Sustained Silent Reading program;
4. A faculty recognition bulletin board;
5. Formation and use of a district-wide support group for elementary teachers;
6. A weekly after-school building TGIF get-together in one school;
7. A weekly pre-school TGIF coffee/donuts get-together in another school;
8. A building "Secret Pal" support system at the High School;
9. Regularly-scheduled faculty sports/recreation events;
10. A central office resource arrangement for "substitutes" for teachers needing assistance in implementing any Institute Implementation Activity.

Forty-one participants planned and implemented successfully in their respective classrooms a series of lessons to enhance student self-concept and improve classroom affect. Most participants reported high levels of success and consequent repetitions of such activities.

Thirty-three teachers reported success in working with identified "disruptive" students. In each instance, a case study of the student's history was undertaken, a home visit was made as was an investigation of school-related problems, and a student-parent-teacher "contract" for altering "disruptive" behaviors was made and carried out. A success level of about 90 percent was reported.

Finally, it can be reported that, in general, awareness of "school climate" issues has increased and perception of "school climate" needs has become more positive. In addition to Institute efforts, publicity provided by local news media has increased both school and community awareness in this regard.

Evaluation of the Overall Staff Development Program

The overall Project staff development program has been evaluated by the teacher and administrator participants. Assessment instruments have

been designed and used to provide feedback from course and workshop planning committee members, from course and workshop participants, from curriculum committee members and from school administrators on a quarterly basis as applicable. Quarterly reports of staff development activities and outcomes are written by Project Staff.

Course and workshop planning feedback instruments have included: (1) items related to the planning criteria and (2) items related to overall course/workshop and instructor/consultant considerations. These and other instruments have contained open-ended items related to activity impact and effectiveness as well.

The summaries of data gathered from staff development feedback instruments about the planning process have indicated that participants agree that the planning process has accomplished what was intended. They have agreed that course offerings have been planned to meet the established goals and objectives and to address high priority needs, that university consultants have provided resources to planning committees, and that provisions for evaluation and classroom implementation have been appropriately planned.

Course and workshop feedback instruments have contained: (1) items related to specific course/workshop objectives and (2) items related to overall considerations. Courses have received high ratings by the majority of participants although, of course, certain items have received less favorable response that others. Summaries of workshop feedback have consistently revealed high levels of satisfaction with planning, objectives, activities, materials and personnel. Responses to other staff development activities have been similarly positive.

Quarterly reports of the effectiveness of staff development activities conducted thus far have concluded that subject area goals and objectives

addressed by courses, workshops and other activities have effected initial successes in moving toward an improved school climate. Teachers have been particularly positive about the responsiveness of course instructors and other consultants to local needs. They have reported initial classroom implementation of at least one "idea" gained in each staff development activity.

Annual Follow-up Studies

First in December, 1980, and again in December, 1981, "school climate" needs identified in the original assessment have been reassessed. These assessments have validated staff development impact on "school climate." From each of the six original assessment instruments, items which corresponded to the greatest needs originally identified for each school (see pp. 4 & 5) were combined in a single instrument.

The follow-up instrument contained twenty items with Likert-type scales for responses to perceived importance and perceived occurrence. Two of the items solicited multiple responses. A twenty-first item solicited open-ended comments about most positive "school climate" changes. The reassessment instrument was distributed to all professional staff.

Returns were subjected to analyses by school. For each school, averages were calculated for each response set (perceived importance and actual occurrence) and need indices constructed. For those items which matched previously identified items from the original instruments, the original and new need indices were paired. Table 1 displays the paired indices.

Then, for each pair, differences and corresponding percentages of difference were calculated. Finally, differences and percentages were

TABLE 1. PAIRED NEED INDICES FOR ITEMS IN THE NEW "SCHOOL CLIMATE" ASSESSMENT INSTRUMENT WHICH WERE MATCHED WITH ITEMS IN THE ORIGINAL INSTRUMENTS.

Item	Crissey[a] 1 N=10	Crissey[a] 2 N=08	Dorr St. 1 N=13	Dorr St. 2 N=14	Holland 1 N=25	Holland 2 N=20	Jr. High 1 N=20	Jr. High 2 N=15	H.S. #1 1 N=41	H.S. #1 2 N=14	H.S. #2 1 N=32	H.S. #2 2 N=14
1. Activities are available at Springfield that make it possible for students to set realistic expectations for themselves.							1.85[b]	0.92				
2. I feel Springfield students have a good attitude toward their schools.	1.74	0.88	0.67	1.57							1.64[b]	0.61
3. Students demonstrate respect for staff members.	2.78[b]	1.00	1.38	1.00								
4. Given students' unique needs, counselors' approaches to students are appropriate.							1.57[b]	1.09				
5. Noise level is appropriate to ongoing activities												
A. in the classroom.	1.19	0.42	1.64	0.93								
B. in other parts of the building.	1.75[b]	1.28	1.49	0.94								
6. The discipline is adequate												
A. in the classroom.	1.20	0.87	1.34	0.93								
B. in other parts of the building.	1.75[b]	1.25	1.74	1.28								
C. outside the building.	1.80[b]	0.88	1.79	1.59								

[a]For each school, 1=original index; 2=new index.
[b]Greatest needs identified in the original assessments.

Item	Crissey 1	Crissey 2	Dorr St. 1	Dorr St. 2	Holland 1	Holland 2	Jr. High 1	Jr. High 2	H.S. #1 1	H.S. #1 2	H.S. #2 1	H.S. #2 2
7. Discipline is consistently enforced by administration.					1.70	1.07					1.62[b]	0.93
8. Uniform discipline procedures facilitate the learning process.							1.44	0.55				
9. Teachers feel other policies are uniformly administered.									1.35[b]	0.79		
10. My school has a communication network to help keep parents and community members informed.	0.52	0.12					0.45	0.33				
11. A communication system provides direct contact between the school and parents regarding a student with problems.			1.60[b]	0.79			0.55	0.42				
12. There is community pride in feeling that thier educational needs are being met.									1.61[b]	0.76		
13. Teachers feel they are "listened to" when they express their concerns and interests to building administrators.	1.36	1.08			2.03[b]	1.33	0.35	0.60	0.39	1.17		
14. Differences between administrators and staff are settled privately.					1.92	1.04						
15. Staff members are complimented when deserving.					2.05[b]	1.36						

Item	Crissey 1	Crissey 2	Dorr St. 1	Dorr St. 2	Holland 1	Holland 2	Jr. High 1	Jr. High 2	H.S. #1 1	H.S. #1 2	H.S. #2 1	H.S. #2 2
16. The building administrators have created a climate that encourages innovation on the part of teachers.					1.74	1.57	1.00	0.75				
17. Classroom and teaching assignments are secure.					1.94[b]	1.13						
18. Teachers and other school employees find professional fulfillment in their positions.					1.99[b]	1.16	1.37	0.96				
19. The faculty has a close working relationship.									1.28[b]	0.91		
20. Adequate communication takes place between the school board and teachers concerning problems.							1.45[b]	1.16				

averaged, both for all items utilized and for items corresponding to greatest needs originally identified. Table 2 displays differences and percentages for the paired indices as well as the averages.

Initial Findings. Examination of the statistics displayed in Tables 1 and 2 reveals the following findings:

1. All but three of the thirty-nine differences are positive and indicate that, overall, staff perceptions of needs denote improvement.

2. The percentage of overall improvement ranges from 11.4% (Dorr Street) to 45.2% (Crissey).

3. All of the differences for originally identified greatest needs are positive, i.e., improvements are perceived in all priority areas.

4. The percentage of improvement in priority areas ranges from 29.4% (Dorr Street) to 45.7% (High School).

5. Greatest perceived improvements in "school climate" (absolute difference greater than 0.75 and percentage change greater than 50.0) for the respective schools were:

   Crissey

   *Student Respect;
   *Discipline on School Grounds;
   Student Attitudes;
   Classroom Noise Levels.

   Dorr Street

   *School-Community Communication.

   Holland

   Settling of Staff-Administrator Differences;
   *Teachers' Professional Fulfillment;
   *Classroom/Teaching Assignment Security.

   Junior High

   *Student Expectations versus School Opportunities;
   Uniformity of Discipline.

   High School

   *Community Pride;
   *Student Attitudes.

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*Greatest needs identified in original needs assessment.

TABLE 2. DIFFERENCES (D) AND PERCENTAGES (%) FOR PAIRS OF IDENTIFIED "SCHOOL CLIMATE" NEEDS ASSESSMENT INDICES.

	Crissey		Door St.		Holland		Jr. High		H.S. #1		H.S. #2	
Pair[a]	D	%	D	%	D	%	D	%	D	%	D	%
1st	0.86	49.4	-0.90	-134.0	0.63	37.1	0.93[b]	50.3	0.56[b]	41.5	1.03[b]	62.8
2nd	1.78[b]	64.0	0.38	27.5	0.70[b]	[illegible].5	0.48[b]	30.6	0.85[b]	52.8	0.69[b]	42.6
3rd	0.77	64.7	0.71	43.3	0.88	45.8	0.89	61.8	-0.78	-200.0		
4th	0.47[b]	26.9	0.55	36.9	0.69[b]	33.7	0.12	26.7	0.37[b]	28.9		
5th	0.33	27.9	0.39	29.1	0.17	9.8	0.13	23.6				
6th	0.50[b]	28.6	0.46[b]	26.4	0.81[b]	41.8	-0.25	-71.4				
7th	0.92[b]	51.1	0.20[b]	11.2	0.83[b]	41.7	0.25	25.0				
8th	0.40	76.9	0.81[b]	50.6			0.41	29.9				
9th	0.24	17.6					0.29[b]	20.0				
$\bar{X}$ Total	0.70	45.2[c]	0.33	11.4	0.67	34.9	0.36	21.8			0.45	4.8
$\bar{X}$ Priorities	0.92	42.7	0.49	29.4	0.76	37.9	0.71	40.5			0.70	45.7

[a]Items corresponding to the indice pairs are displayed in Table 1.

[b]Differences for greatest identified needs in the original assessments.

[c]Percentages are relative such that comparisons among pairs or among schools are inappropriate.

6. Perceived changes in "school climate" needs were negative in two areas: (a) teachers' perception of being "listened to" by administrator (High School and, to a lesser extent, Junior High); and (b) student attitude (Dorr Street).

Second Follow-up. A second follow-up utilized five forms of the initial follow-up instrument, one for each of the schools including, respectively, only those items applicable to that school. Again, instruments were distributed to all staff members.

Again, analyses were completed by school. Newly-calculated need indices were matched with the pairs constructed in the first follow-up, and the matched triads are displayed in Tables 3 and 4. For each triad, differences between the first and third indices and corresponding percentages of difference were calculated. Differences and percentages were averaged both for all items and for items corresponding to greatest needs originally identified. Table 5 displays differences and percentages for the paired indices as well as the averages.

In addition, Figure 3 displays five patterns of need index change

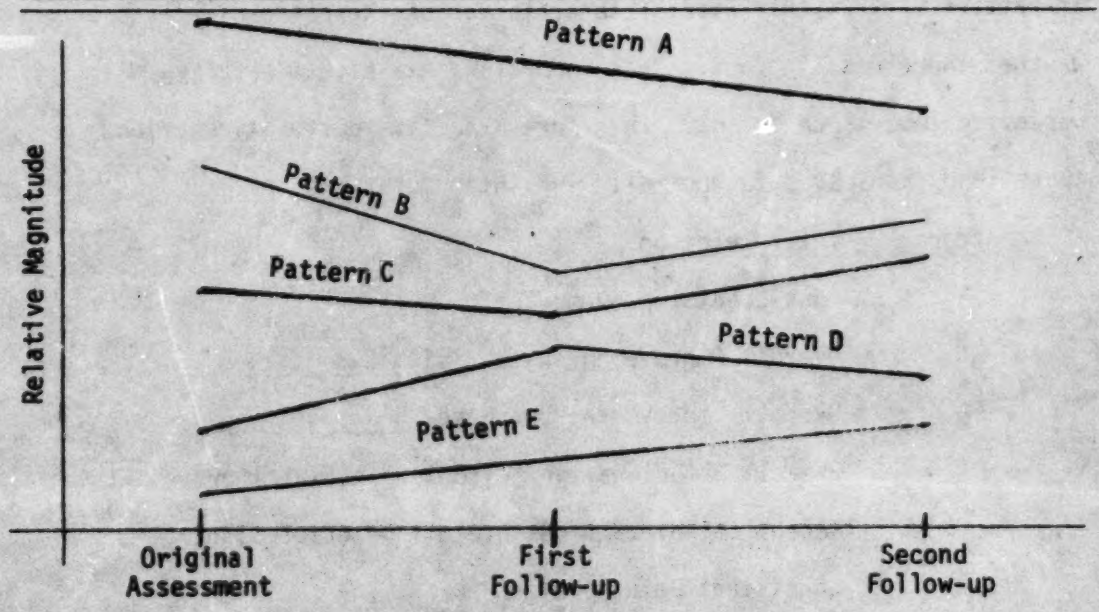


Figure 3
Patterns of Need Index Change

observed among the identified triads in Tables 3 and 4. The patterns can be described as follows:

Pattern	Description
A	Continuing index decreases
B	Initial index decrease and subsequent increase for overall decrease
C	Initial index decrease and subsequent increase for slight overall increase
D	Initial index increase and subsequent decrease for overall increase
E	Continuing index increase

It should be noted here that changes in a need index may reflect either proportionate, or disproportionate, changes in perceptions of relative importance and of relative fact. Since that is the case, analyses of the data included examination not only of the needs indices themselves but also of the two sets of reported perceptions from which they were calculated.

All such changes were found to be proportionate, except in the case of pattern B. In that case, interpretation of the pattern depends on whether there was, in fact, a disproportionately higher increase in perceived importance or not. Therefore, the five patterns described above lend themselves to the following interpretations:

Pattern	Interpretation
A	Consistent Improvement
B1	Overall Improvement with Rising Expectations
B2	Overall Improvement but Some "Slippage"
C	Overall Deterioration following Initial Improvement
D	Recent Improvement but Overall Deterioration
E	Consistent Deterioration

TABLE 3. NEED INDEX TRIADS FOR "SCHOOL CLIMATE" ASSESSMENT ITEMS FOR THE ELEMENTARY SCHOOLS.

	Item	Crissey** 1 N=10	Crissey** 2 N=08	Crissey** 3 N=07	Dorr St. 1 N=13	Dorr St. 2 N=14	Dorr St. 3 N=14	Holland 1 N=25	Holland 2 N=20	Holland 3 N=14
2.	I feel Springfield students have a good attitude toward their schools.	1.74	0.88	0.86	0.67	1.57	0.86			
3.	Students demonstrate respect for staff members.	2.78	1.00	1.14	1.38	1.00	1.14			
5.	Noise level is appropriate to ongoing activities									
	A. in the classroom.	1.19	0.42	0.83	1.64	0.93	0.79			
	B. in other parts of the building.	1.75	1.28	1.50	1.49	0.94	1.36			
6.	The discipline is adequate									
	A. in the classroom.	1.20	0.87	0.67	1.34	0.93	0.72			
	B. in other parts of the building.	1.75	1.25	1.43	1.74	1.28	1.07			
	C. outside the building.	1.80	0.88	0.72	1.79	1.59	0.85			
7.	Discipline is consistently enforced by administration.							1.70	1.07	1.15
10.	My school has a communication network to help keep parents and community members informed.	0.52	0.12	0.43						

**For each school, 1=Dec. '79 needs assessment; 2=Dec. '80 follow-up; 3=Dec. '81 follow-up

Item	Crissey 1 N=10	Crissey 2 N=08	Crissey 3 N=07	Dorr St. 1 N=13	Dorr St. 2 N=14	Dorr St. 3 N=14	Holland 1 N=25	Holland 2 N=20	Holland 3 N=14
11. A communication system provides direct contact between the school and parents regarding a student with problems.				1.60	0.79	0.43			
13. Teachers feel they are "listened to" when they express their concerns and interests to building administrators.	1.36	1.08	0.86				2.03	1.33	1.43
14. Differences between administrators and staff are settled privately.							1.92	1.04	0.72
15. Staff members are complimented when deserving.							2.05	1.36	1.00
16. The building administrators have created a climate that encourages innovation on the part of teachers.							1.74	1.57	1.42
17. Classroom and teaching assignments are secure.							1.94	1.13	1.00
18. Teachers and other school employees find professional fulfillment in their positions.							1.99	1.16	1.22

TABLE 4. NEED INDEX TRIADS FOR "SCHOOL CLIMATE" ASSESSMENT ITEMS FOR THE JUNIOR HIGH AND HIGH SCHOOL.

	Jr. High			High School #1			High School #2		
	1 N=20	2 N=15	3 N=9	1 N=41	2 N=14	3 N=9	1 N=32	2 N=14	3 N=9
Item									
1. Activities are available at Springfield that make it possible for students to set realistic expectations for themselves.	1.85	0.92	0.11						
2. I feel Springfield students have a good attitude toward their schools.							1.64	0.61	0.81
4. Given students' unique needs, counselors' approaches to students are appropriate.	1.57	1.09	1.22						
7. Discipline is consistently enforced by administration.							1.62	0.93	0.75
8. Uniform discipline procedures facilitate the learning process.	1.44	0.55	1.23						
9. Teachers feel other policies are uniformly administered.				1.35	0.79	1.27			
10. My school has a communication network to help keep parents and community members informed.	0.45	0.33	0.44						

	Item	Jr. High 1 N=20	Jr. High 2 N=15	Jr. High 3 N=9	High School #1 1 N=41	High School #1 2 N=14	High School #1 3 N=9	High School #2 1 N=32	High School #2 2 N=14	High School #2 3 N=9
11.	A communication system provides direct contact between the school and parents regarding a student with problems.	0.55	0.33	0.44						
12.	There is community pride in feeling that their educational needs are being met.				1.61	0.76	0.81			
13.	Teachers feel they are "listened to" when they express their concerns and interests to building administrators.	0.35	0.60	1.00	0.39	1.17	1.13			
16.	The building administrators have created a climate that encourages innovation on the part of teachers.	1.00	0.75	1.22						
18.	Teachers and other school employees find professional fulfillment in their positions.	1.37	0.96	0.55						
19.	The faculty has a close working relationship.				1.28	0.91	1.31			
20.	Adequate communication takes place between the school board and teachers concerning problems.	1.45	1.16	0.56						

TABLE 5. DIFFERENCES (D) AND PERCENTAGES (%) FOR TRIADS OF IDENTIFIED "SCHOOL CLIMATE" NEEDS ASSESSMENT INDICES, December, 1979-December, 1981.

Triad[a]	Crissey		Dorr St.		Holland		Jr. High		H.S. #1		H.S. #2	
	D	%	D	%	D	%	D	%	D	%	D	%
1st	0.88	50.6	-0.19	-28.3	0.55	32.4	1.74[b]	94.1	0.08[b]	5.9	0.83[b]	50.6
2nd	1.64[b]	59.0	0.24	17.4	0.60[b]	29.6	0.35[b]	22.3	0.80[b]	49.7	0.87[b]	53.7
3rd	0.36	30.3	0.85	51.8	1.20	62.5	0.21	14.6	-0.74	-189.7		
4th	0.25[b]	14.3	0.13	8.7	1.05[b]	51.2	0.01	2.2	-0.03[b]	-2.3		
5th	0.53	44.2	0.62	46.3	0.32	18.4	0.10	18.2				
6th	0.32[b]	18.3	0.67[b]	38.5	0.94[b]	48.5	-0.65	-185.7				
7th	1.08[b]	60.0	0.94[b]	52.5	0.77[b]	38.7	-0.22	-22.0				
8th	0.09	17.3	1.17[b]	73.1			0.82	59.9				
9th	0.50	36.8					0.89[b]	158.9				
$\bar{x}$ Total	0.63	36.8	0.55	32.5	0.78	40.2	0.36	18.1			0.30	-53.5
$\bar{x}$ Priorities	0.82	37.9	0.93	54.7	0.84	42.0	0.99	91.8			0.51	31.5

[a]Items Correpsonding to the index triads are displayed in Tables 3 and 4.
[b]Differences for greatest identified needs in the original assessments.

Figure 4 displays actual patterns of change among Springfield's schools.

Triad[a]	Crissey	Dorr St.	Holland	Jr. High	H.S. #1	H.S. #2
1	A	D	B1	A	B1	B1
2	B1	B1	B2	B2	B1	A
3	B1	A	A	B1	D	
4	B1	B1	A	B2	C	
5	A	A	A	B1		
6	B1	A	A	E		
7	A	A	B1	C		
8	B1	A		A		
9	A			A		

[a]Items corresponding to the index triads are displayed in Tables 3 and 4.

Figure 4
Patterns of Change in Identified "School Climate" Needs
December, 1979, through December, 1981

Findings. Examination of the statistics displayed in Tables 3, 4 and 5 as well as the patterns identified in Figure 4 reveals at least the following findings:

1. Slightly more than half the differences are positive (N = 21); the rest are negative (N = 18);

2. Overall (i.e., from original assessment to this second follow-up) the percentages of improvement for the originally identified greatest needs range from 31.5% (High School) to 91.8% (Junior High);

3. Greatest improvements overall (absolute difference greater than 0.75 and percentage change greater than 50.0) for the respective schools are:

Crissey

- Student Attitudes;
- Student Respect;
- Discipline on School Grounds.

Dorr Street

Classroom Noise Levels;
*Discipline on School Grounds;
*School-Community Communication.

Holland

Settling of Staff-Administrator Differences
*Compliments for Staff.

Junior High

*Student Expectations versus School Opportunities;
Teachers' Professional Fulfillment
*Teacher-School Board Communication.

High School

*Community Pride;
*Student Attitudes;
*Uniformity of Discipline.

It can be noted that these findings are nearly identical to those of the first follow-up.

4. Patterns of "school climate" change evidence consistent improvement for nearly 80% of the needs reassessed and, for nearly half of those, there has been some rising expectation as well;

5. Some "slippage" from the first to the second reassessment is apparent for about 8% of the needs involved, but there has been overall improvement;

6. Real overall deterioration is evidenced in five instances: (a) in student attitudes at Dorr St. with some recent improvement, (b) in faculty cohesiveness and in faculty perceptions of being "listened to" by administrators at the High School, and (c) in faculty perceptions of being "listened to" at the Junior High (the most serious and most consistent) as well as in the climate for innovation at the Junior High;

7. Some evidence suggests that Project antagonists, mostly silent since initial confrontations nearly three years ago, have begun to resurface in an attempt to undermine some earlier school improvements.

Two final conclusions can be drawn from these studies. First, perceived improvements in "school climate" needs can be attributed to staff development activities designed and implemented by teachers and other professional staff through the Teacher Corps Project and through

*Greatest needs identified in original needs assessment

other collaborative efforts of Springfield Local Schools and The University of Toledo.

Secondly, the design of those activities is important to their effectiveness. The staff development activities shared the following characteristics:

1. Specific needs, goals and objectives identified by school and community personnel;
2. Activities designed collaboratively by school and university;
3. Activities and consequent implementation which were site-specific;
4. "Total" school involvement as evidenced by school-wide and district-wide activities, building-wide participation (critical mass of teachers and administrator), use of released time, and the like;
5. In short, a "seeding of the school grapevine" which directs and facilitates day-to-day interactions of students, teachers, administrators, community members and others which constitute the school climate in its fullest sense.

Final Project Observations

Each and every activity undertaken in this Project contributes in some way to improving "school climate" for students and teachers. There are great changes taking place in "school climate" in the Springfield Local Schools. The Board of Education president made comment to this fact at a recent Board meeting. The members of the Community Council "testify" to this fact repeatedly. Central Administration has commented positively on several occasions and the Policy Board does so as well. School principals, who met recently with the Community Council to begin planning for its incorporation into the permanent school district problem-solving and decision-making systems, expressed unanimous positive response to the Project. What portion of change is attributed to Teacher Corps staff development project is difficult to determine, but we do know that something "big" is happening.

It must be recognized that not all teachers look upon Project staff development positively. Some see the entire Project as an interference or disruption. Some complain about the assessment questionnaires and surveys routinely distributed. Others are irritated with intern activities, community involvement and development pressures from other areas of Project programming. Some are critical of courses that include things they "already know." Therefore, the school climate probably is both positively and negatively effected by the Project. But the net impact to date generally has been very positive as the Springfield Schools have become involved in the change process.

Without a doubt, staff development in the school district is improved as a result of the Project. Prior to Project initiation, staff development provided by the district generally consisted of two half-day inservice programs and the services of the Lucas County teacher consultant assigned to Springfield. Professional improvement was an individual matter as teachers attended meetings, workshops and classes on their own time and money. Although a professional incentive policy does exist which provides financial assistance for four credit hours to teachers on a biennial rotating basis, little systematic advantage of the assistance had been made in the past.

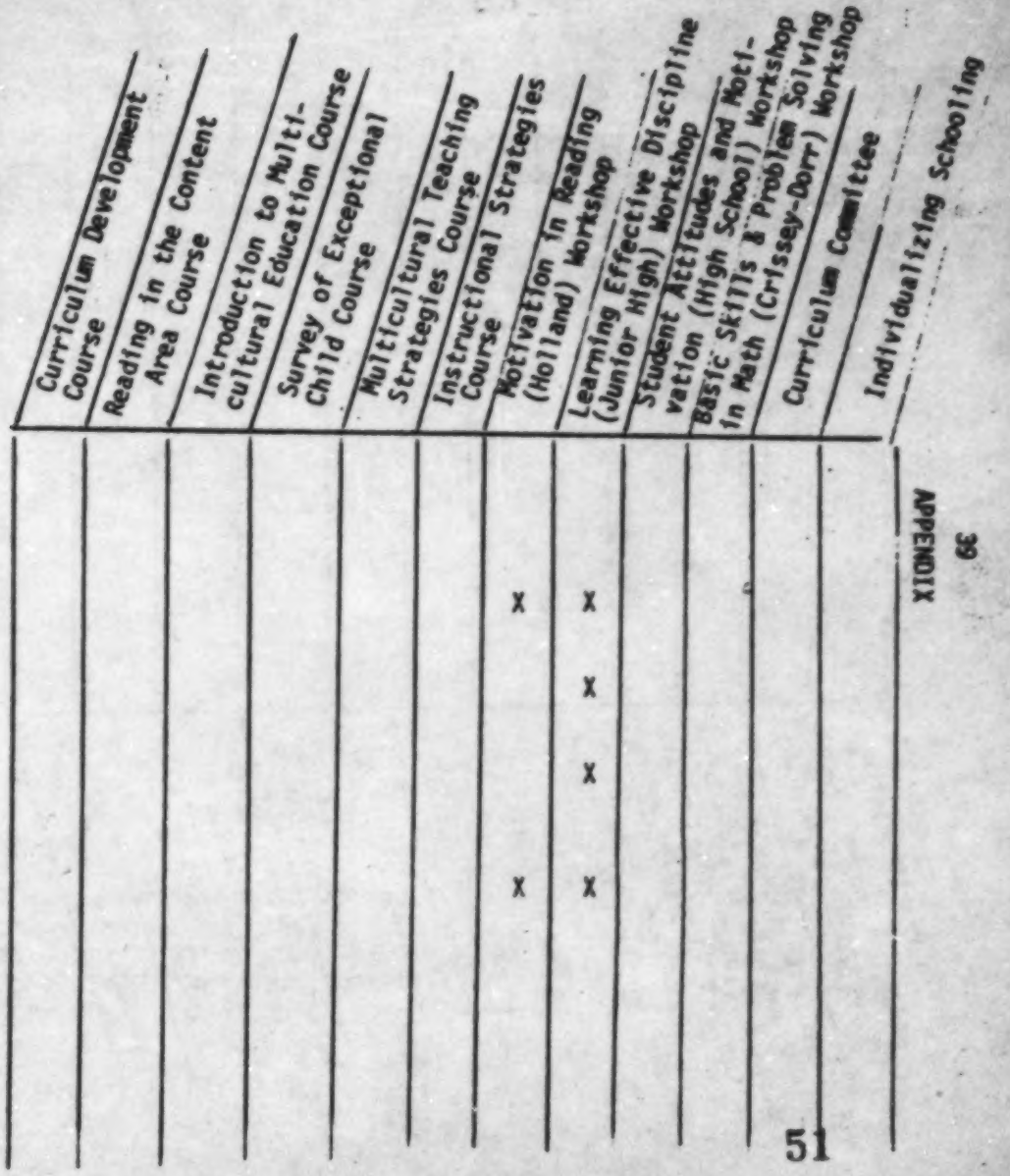
Never before have teachers in the district joined to assess needs, identify and plan courses and workshops with university faculty and community, as confirmed by the On-Site Project Coordinator, a member of the Springfield administrative staff for many years. Never before have teachers been in charge of their own staff development program, and this is reflective in vocalized feelings of ownership by many staff. Again this does not mean that all teachers are so involved. Those who work on planning committees, serve on the Systemwide Planning Committee and

attend courses and workshops are an integral part of the school improvement project. Those who do not elect to serve or take offerings are at a less informed stage and therefore less positive. For example, a teacher who suggests that the Project offer some courses that benefit him/her personally and then names courses completely outside of Project goals and objectives indicates to the Project Staff that he or she is a teacher who has never been mentally or physically involved in Project activity. There are several teachers in that category. The challenge is to reach them.

During the current year, the Project's last year of federally-funded staff development through Teacher Corps, activities continue to be implemented which address "school climate" and teacher stress needs as well as needs in other identified areas. At the same time, the school system is exploring with its community and the College alternative ways of continuing and supporting staff development and other personnel development activities contributing to an improved school climate.

Exhibit A.

Year Two "School Climate" Staff Development Goals and Activities


Curriculum Development Course
Reading in the Content Area Course
Introduction to Multicultural Education Course
Survey of Exceptional Child Course
Multicultural Teaching Strategies Course
Instructional Strategies Course
Motivation in Reading (Holland) Workshop
Learning Effective Discipline (Junior High) Workshop
Student Attitudes and Motivation (High School) Workshop
Basic Skills & Problem Solving in Math (Crissey-Dorr) Workshop
Curriculum Committee
Individualizing Schooling
APPENDIX 39
School Climate Goals
Goal 1: To increase student respect toward schools, teachers, peers and selves.
Goal 2: To develop a satisfying and effective school discipline policy.
Goal 3: To increase uniformity in following school discipline policies and procedures.
Goal 4: To improve communications among all school constituents -- students, teachers, administrators, other staff, board of education, community members.
Goal 5: To improve home-school relations.
X
X
X
X
X
X

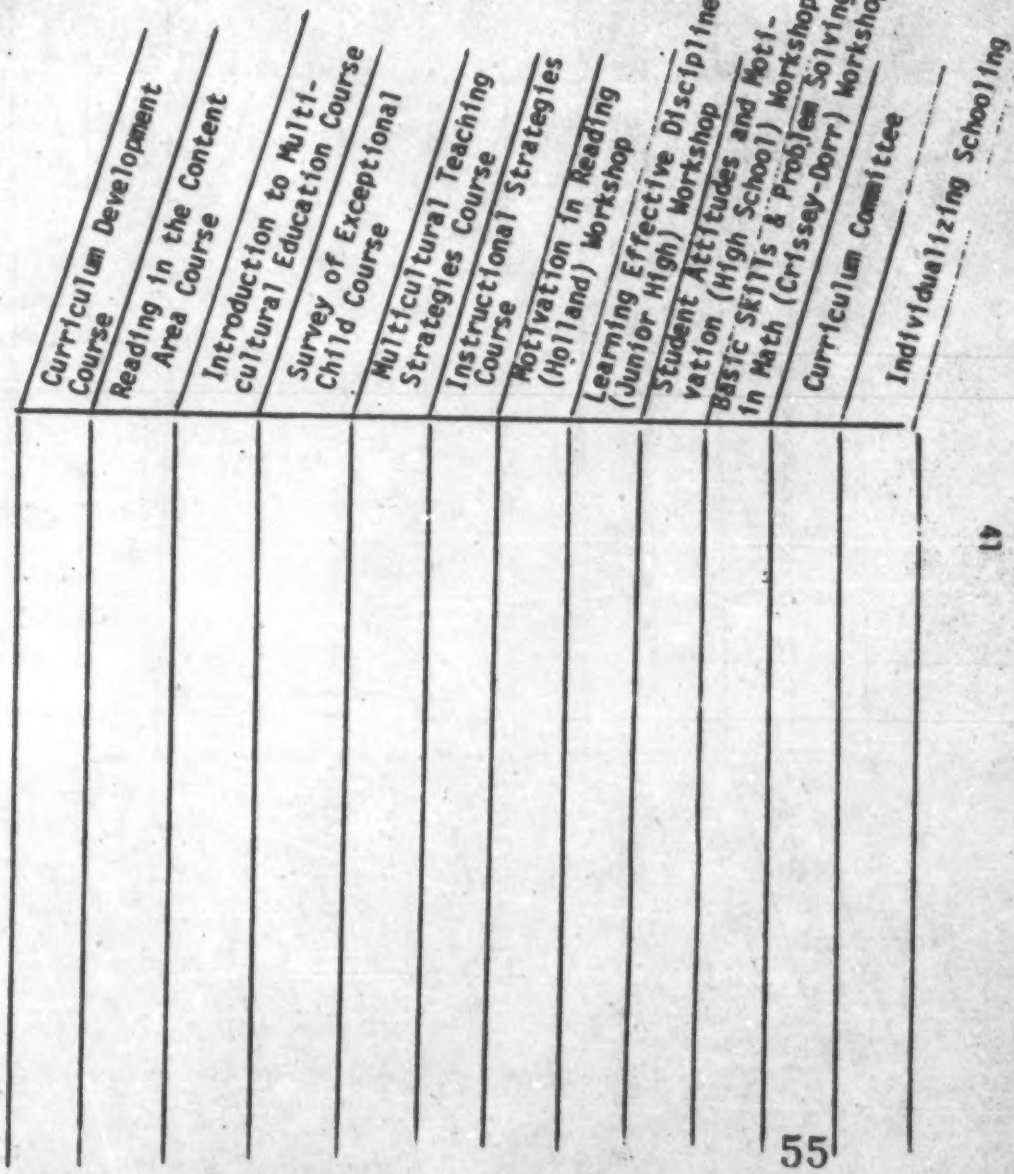
	Curriculum Development Course	Reading in the Content Area Course	Introduction to Multicultural Education Course	Survey of Exceptional Child Course	Multicultural Teaching Strategies Course	Instructional Strategies Course	Motivation in Reading (Holland) Workshop	Learning Effective Discipline (Junior High) Workshop	Student Attitudes and Motivation (High School) Workshop	Basic Skills & Problem Solving in Math (Crissey-Dorr) Workshop	Curriculum Committee Workshop	Individualizing Schooling
Goal 6: To improve communication among schools regarding the scope and sequence of instruction and student progress.										X	X	
Goal 7: To clarify responsibilities among professional role groups (teachers, counselors, librarians, principals).												
Goal 8: To develop a humanistic attitude among staff toward peers, students and community.											X	
Goal 9: To effect greater community involvement in school activities.												
Goal 10: To further harmony in staff working relationships.						X						
Goal 11: To enhance aesthetics of school environments.												

Goal 12: To develop collaborative decision-making structures.

Goal 13: To broaden participation in school decision-making.

Goal 14: To raise awareness to, and to improve noise levels in schools.

Goal 15: To enhance staff effectiveness in group processes.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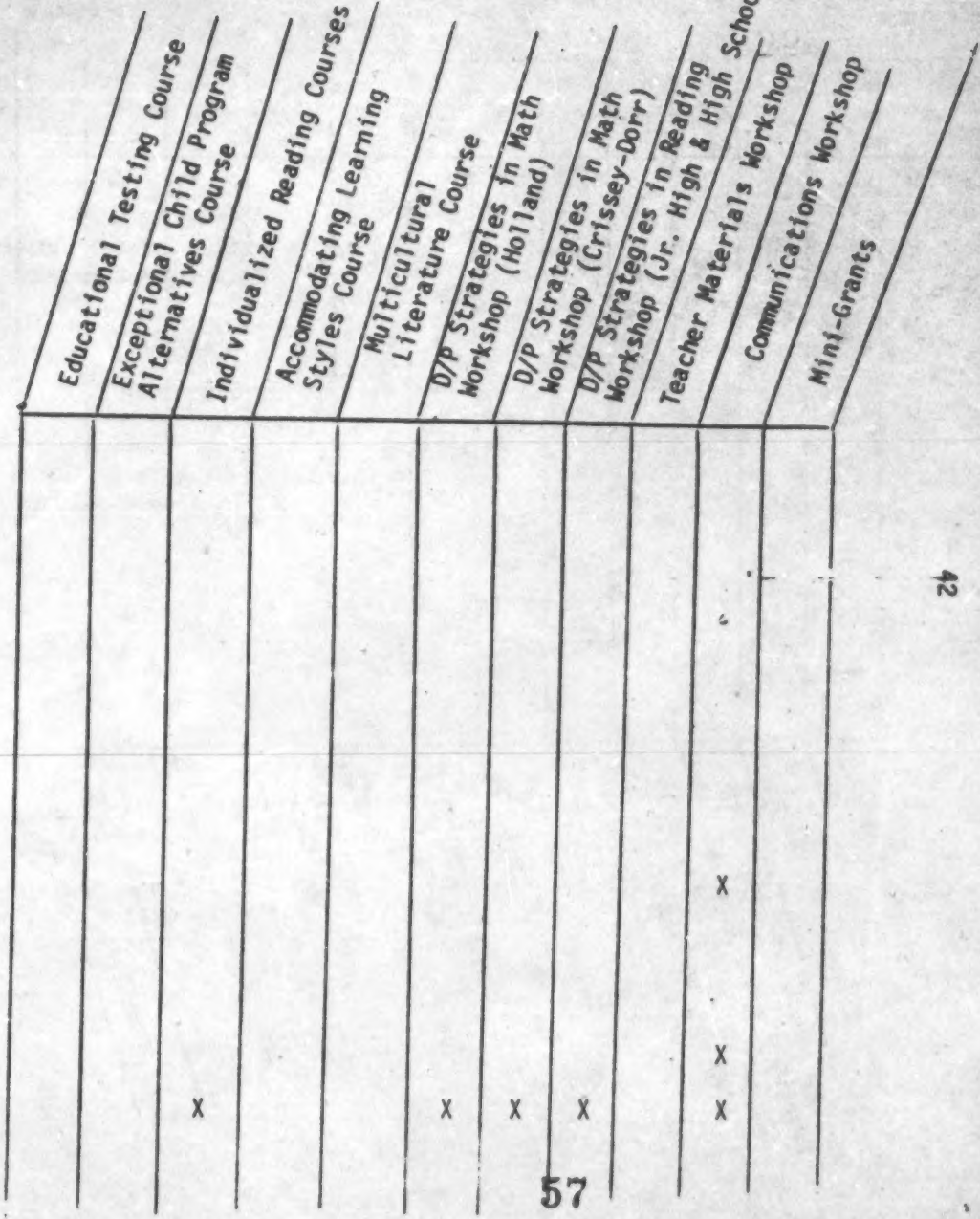
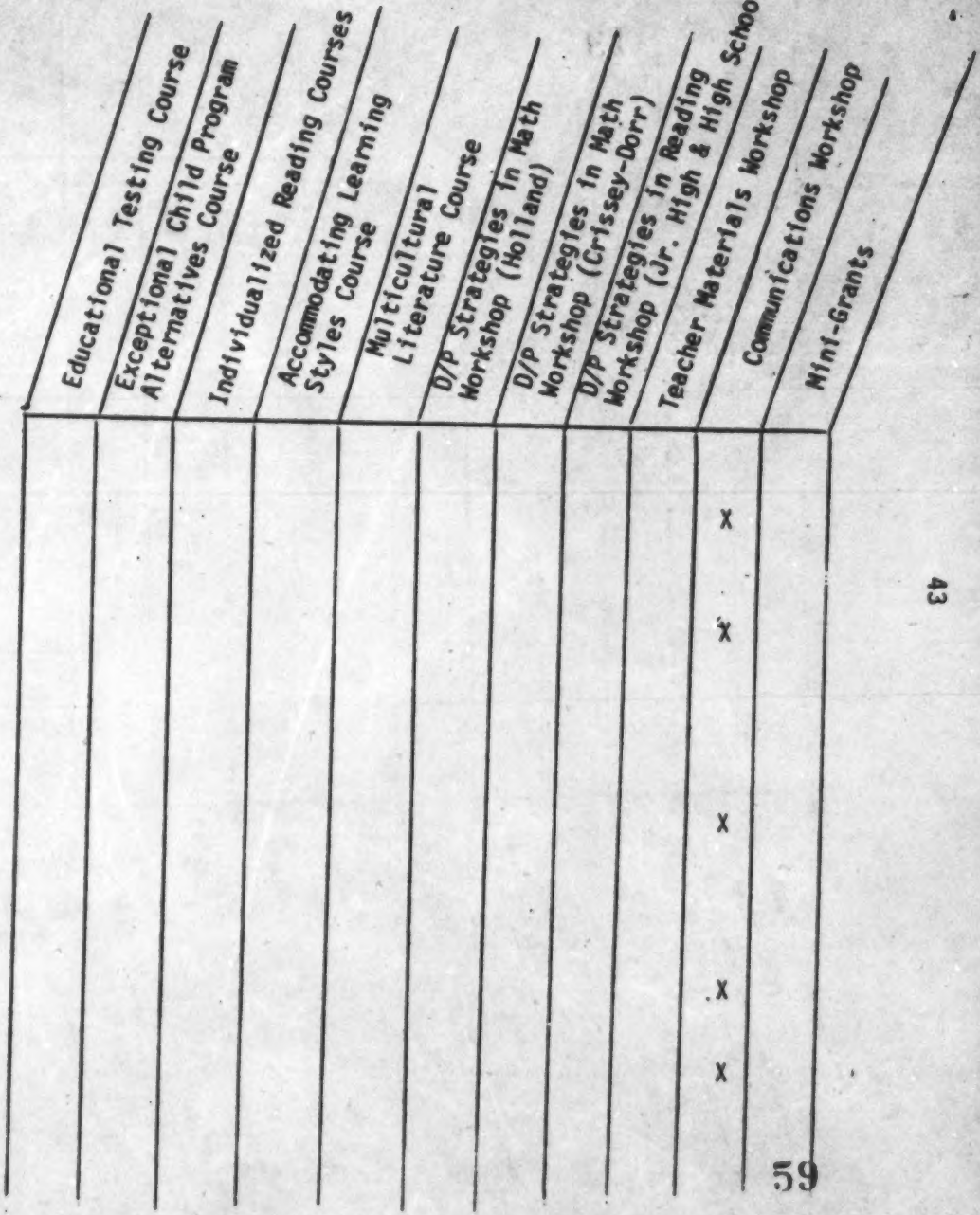
Curriculum Committee
Individualizing Schooling

EXHIBIT B.

Year Three "School Climate" Staff Development Goals and Activities



School Climate	Educational Testing Course	Exceptional Child Program Alternatives Course	Individualized Reading Courses	Accommodating Learning Styles Course	Multicultural Literature Course	D/P Strategies Workshop (Holland)	D/P Strategies in Math Workshop (Crissey-Dorr)	D/P Strategies in Math Workshop (Jr. High & High School)	Teacher Materials Workshop	Communications Workshop	Mini-Grants
Goal 1: To increase student respect toward schools, teachers, peers and selves.											
Goal 2: To develop a satisfying and effective school discipline policy.											
Goal 3: To increase uniformity in following school discipline policies and procedures.											
Goal 4: To improve communications among all school constitutents -- students, teachers, administrators, other staff, board of education, community members.									X		
Goal 5: To improve home-school relations.									X		
Goal 6: To improve communication among schools regarding the scope and sequence of instruction and student progress.		X				X	X	X	X		


Educational Testing Course
Exceptional Child Program Alternatives Course
Individualized Reading Courses
Accommodating Learning Styles Course
Multicultural Literature Course
D/P Strategies Workshop (Holland)
D/P Strategies in Math Workshop (Holland)
D/P Strategies in Math Workshop (Crissey-Dorr)
D/P Strategies in Reading Workshop (Jr. High & High School)
Teacher Materials Workshop
Communications Workshop
Mini-Grants
Goal 7: To clarify responsibilities among professional role groups (teachers, counselors, librarians, principals).
X
Goal 8: To develop a humanistic attitude among staff toward peers, students and community.
X
Goal 9: To effect greater community involvement in school activities.
Goal 10: To further harmony in staff working relationships.
X
Goal 11: To enhance aesthetics of school environments.
Goal 12: To develop collaborative decision-making structures.
X
Goal 13: To broaden participation in school decision-making.
X

Goal 14: To raise awareness to, and to improve noise levels in schools.

Goal 15: To enhance staff effectiveness in group processes.